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MILITARY AFFAIRS

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INCREASED VIGILANCE AGAINST NATO PROPAGANDA STRESSED

Moscow SOVETSKIY VOIN in Russian No 14, Jul 79 signed to press 28 Jun 79
pp 46-47

[Article by Col V. Katerinich: "According to NATO Formulas"]

[Text] ...NATO units billeted on the territory of the FRG were awakened by the din of a heated fight which had developed. The soldiers, who were caught unawares, ran out of the barracks in their underwear alone and found themselves under the aggressor's bullets. The commanders were unable to understand the source of the misfortune which fell upon them when all guards had been destroyed, the command posts had been captured, and communication centers and radars had been put out of action. Enemy sabotage detachments had cut the main roads, blown up dumps and airfields, and cut off pipelines. By evening, enemy tanks had reached the Ruhr and they reached the coast in 48 hours, devastating all of Western Europe.

This dreadful picture of a "sudden attack by the Russians" was drawn in the book "Europe Without Defense" by the high-ranking General Kloz [as transliterated] who directed the elaboration of the training programs for the officers of the NATO War College. The book was immediately picked up by NATO propaganda. Referring to Kloz' authority and knowledge, it was shown that the "Soviet military threat" is hanging over Europe day and night and, if the NATO countries "want to survive," they must arm and arm.

Another book with a more sinister content was published right after the work of General Kloz--"The Third World War." Its author--retired British General Hackett, who at one time occupied high posts in NATO and was the commander of the NATO Northern Army Group in the Central Zone of Europe and, simultaneously, commander of the British Army of the Rhine. As reported by the West German journal SPIEGEL, he placed as the basis of the description of the "Russian blitzkrieg" against the West the studies of NATO staffs, those versions which are constantly being worked out on exercises and maneuvers of the bloc's combined armed forces.

In his anti-Soviet concoctions, Hackett does not disdain anything as he tries to poison the consciousness of the peoples of the bloc's countries with misanthropic propaganda and confuse and distract them from the true danger to

the cause of peace and security in Europe. And it is hidden in the military preparations of the North Atlantic bloc, in the attempts of the NATO leaders to play "Chinese cards" and direct Beijing's military preparations primarily against the Soviet Union.

The books by Klotz and Hackett are only a small drop in the tremendous flow of anticommunist and anti-Soviet literature which is now being published in NATO as well as according to NATO orders within the framework of the so-called operation "Anti-detente." The main goal of this scribble is to prevent the "arousing of a spirit of protest among the soldier masses" and to resist the "moral erosion" which is intensifying in the bloc under the influence of the ideas of detente and the peoples' struggle for peace. During the last three or four years, hundreds of books have emerged from the NATO propaganda conveyor whose main thought and content are reduced to the assertion that detente "is harmful and dangerous for the West" and that the NATO bloc must increase its military power.

On order of the NATO propaganda machine the British journalist, J. Critchley, who has been caught many times in forgery and the distortion of facts, wrote the book, "Warning and Response." In it, he makes a regular stunning "discovery": it turns out that the Soviet Union, in preparing for a "blitzkrieg against the NATO countries" should be on the point of beginning to execute its perfidious plans. Because of such a terrible danger, Critchley recommends the urgent "considerable expansion of the arsenal of NATO's tactical nuclear weapons and programming them for the earliest possible employment" and even now "determining the circle of persons who will be able to put them into operation." This is the goal of this NATO strategist-ideologist. And his voice is not alone. Foaming at the mouth, many NATO military and political figures are proving that "detente is lulling NATO" and "creating a sense of false security" which "can be survived only in the case where they proceed from the Soviet threat rather than from the Soviet offers of detente." They require the conduct of a policy of force and dictate in relation to the USSR and, really, in the whole world. "The future," declares H. Baldwin in the book 'The Price of Strength,' depends primarily on America and on her military might. We must possess strength, real and potential military strength, because without military strength power in the contemporary world has no meaning."

Inclined toward the rousing of enmity and hatred, the NATO ideologists are openly disregarding the interests of the genuine peace and security of the peoples and the real correlation of forces in the world. They are guided primarily by the aggressive goals of the North Atlantic bloc which require keeping the people in fear and preparing them for an anti-Soviet war. For the sake of this, all means of ideological deceit are used to include the so-called mass literature--cheap novels, detective stories, literary drivel of military adventures, and so forth. Here, primitive anti-Sovietism and anti-communism are combined with the preaching of mysticism, violence, cruelty, hatred, and false patriotism. Everything that is bad, evil, and aggressive in this "literature" is identified with communism and the Soviet Union, and everything good--with capitalism and NATO.

Thus, stories of the vampire Dracula and vampirism are published specially for soldiers of the United States and other NATO countries. In them, as indicated by the American journalist and critic R. Uosson [as transliterated], the vampire Dracula "signifies the fanatical hordes from the East while vampirism personifies the subversive actions of the communists against western civilization." Invariably figuring in the stories is Miss Westerner, the "symbol of the West's defenseless population" facing the "communist threat," and the Texas millionaire, the head of an arms trading company who is allotted the main favorable role. The millionaire struggles to save Miss Westerner from Dracula, that is, to save the "free world"--the capitalist West, and triumphs in the end.

Nor can we fail to mention the spy novels which also have an anti-Soviet, anti-communist hue. They are all concocted according to one model: the clever CIA agents or the British Intelligence Service, equipped with the most modern equipment for eavesdropping and tracking, expose "Soviet spies," disclose the "treacherous intentions of Moscow," and "defeat the Kremlin's plans." A typical example of such literary revelations are two books by Dzh. Le Kappe [as transliterated] which were published recently by a New York publishing house--"Tinsmith, Tailor, Soldier, and Spy" and "Reverend Schoolboy." Their content could be conceived only in a sick mind which has been contaminated with a pathological hatred toward everything progressive.

So-called distracting literature is also widespread in the West. Its goal is to lead people away from the unseemly capitalist reality, from social problems. Pornography and sex are relished in such pseudo-literature, psychologically inferior people figure in them, and sadistic murders and torture are described in detail. The philosophy of the heroes of this series is extremely simple: "While you live--enjoy yourself," "Don't fear the consequences, don't suffer, and don't experience pangs of conscience." Thus, the heroes of the book by D. Vellershof, "The Beauty of the Chimpanze," which was published recently in a large edition in the FRG, receive tremendous satisfaction from "seeing fear and entreaty in the eyes of their victims" and from executing murder for the sake of killing.

Excuse me, but you see, the Hitlerite sadists, those whom, you say, created crimes before mankind in the years of World War II, proceeded in just this manner. Yes, now in NATO the philosophy of the Hitlerite murderers has become fashionable. And a boundless expanse has been opened up for literature which rehabilitates fascism and falsifies history and the course of World War II while justifying Hitler for the sake of this. Young socialists of the West German city of Essen prepared a list of fascist books which have been published recently in the FRG. This list took up 200 pages and contained more than 4,000 titles. In 1978 alone books with 60 titles which praise Hitler and fascism were received for sale. And this so-called literature is advertised especially willingly on the pages of the NATO military press, discovering in the crimes of the Nazis "valuable experience" which all servicemen are called upon to follow.

Let us take, for example, the review of the book by B. Lynch, "German Strategy Against Russia 1939-1941" in the British military-theoretical journal ROYAL UNITED SERVICES INSTITUTION. It is noteworthy that the review was published under the heading "March on Moscow" and its author tries to prove that Hitler "actually attacked Russia because he had no other choice since Russian influence could obstruct or threaten any other course of his action." It turns out that the Soviet Union itself is guilty, that it subjected itself to the invasion of the Hitlerite hordes. It is just such a monstrous conclusion which now is suitable for NATO.

In this connection, the nature of the portrayal of Hitler itself has changed in NATO literature. Thus, at the start of this year a British publishing house prepared a textbook for school children which is pretentiously entitled "The Era of Hitler." Just what does this textbook teach the British youth? It tells about the "great era of Nazism" and about Hitler who "returned patriotism to the Germans" and "inspired them for battles against communism and the Jews." Thus, as the West German newspaper FRANKFURTER ALLGEMEINE correctly noted, through the efforts of NATO propaganda Hitler is transformed "into a new superstar of the means of mass information."

Ignoring historical facts, available documents, and evidence, NATO propaganda is imposing a new "German hero" on the servicemen and the population. Now he is the "brave soldier who maintained his loyalty to his duty and his fatherland which is waging war," "fought bravely against Russia," "an aristocrat who tried to organize a Resistance Movement in Germany," and a "real gentleman who sacrificed himself in order to save innocent victims of the war." Concealed behind all this is a fine calculation which has the goal of changing the impression of Nazi Germany which has been formed and suggesting to the servicemen that in the person of the Bundeswehr soldier they have reliable and loyal allies with whom they should prepare to fight shoulder to shoulder in case of war against the Soviet Union.

The spiritual narcotic which is being spread by NATO propaganda is convincing evidence that intensive preparations for war--material and ideological--are being conducted in the countries of the North Atlantic bloc. And the struggle of the peoples for peace requires the constant neutralization of this spiritual poison and its exposure as a means for the militarization of minds. Vigilance toward any intrigues by the enemies of peace should remain the faithful combat weapon in our hands.

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PSYCHOLOGICAL AND MORAL TRAINING OF AIRMEN DISCUSSED

Moscow SOVETSKIY VOIN in Russian No 15, Aug 79 signed to press 13 Jul 79
pp 1-3

[Report on group discussion involving Col Gen Avn I.M. Morozov, Lt Gen Avn G.T. Beregovoy, Maj Gen A.V. Barabanshchikov, and Maj V.M. Nikishayev: "The Will of the Winged Fighter"]

[Text] A correspondent of the journal SOVETSKIY VOIN met with a group of specialists in the field of military pedagogy and psychology as well as the moral-political and psychological training of military pilots. The following took part in the talk: Member of the Military Council and Chief of the Air Force Political Directorate, Hero of the Soviet Union and Colonel General of the Air Force I. M. Moroz, Deputy to the Supreme Soviet USSR and Chief of the Cosmonaut Training Center, Candidate of Psychological Sciences and Twice Hero of the Soviet Union Lieutenant General of Aviation G.T. Beregovoy, Chief of the Department of Military Pedagogy and Psychology of the Military-Political Academy imeni V.I. Lenin, Doctor of Pedagogical Sciences and Professor, Major General A.V. Barabanshchikov, deputy commander of an outstanding fighter air regiment for political affairs, first-class military pilot Major V.M. Nikishayev, and the SOVETSKIY VOIN special correspondent.

Correspondent: Permit me to begin our talk with a well-known example. You remember that a pilot, Captain Kunitsyn (this was written about in November 1962) was forced to eject over one of the northern seas and fought the elements bravely for almost three days until help arrived. A fascist transport was sunk during the war in this same area. The Hitlerite soldiers spent about an hour in the water but, nevertheless, not one of them survived.

A.V. Barabanshchikov: It is difficult to suppose that no physically tempered people were found among those who were on the transport. It is obvious that this was not the only factor. A person controls his action by means of consciousness and volitional efforts. And this means that his physical capabilities can be realized only under the condition of the appropriate level of development of his moral and psychological qualities. Each of us knows many examples similar to the one presented. It is sufficient to recall the most brilliant of them which are connected with the names Nikolay Ostrovskiy and Aleksey Mares'yev or the relatively recent case in the Transbaykal....

Correspondent: ...involving Captain Kozlovskiy.

A.V. Barabanshchikov: Absolutely right. You remember, of course, that after an emergency ejection Captain Kozlovskiy did not land quite successfully, injured his legs, and crawled about the taiga for several days. He became so frozen that the doctors were amazed: how could a person in such a condition move? But Kozlovskiy prevailed. If we can state it in this manner, these are classical examples of the fact that the tremendous strength of the human spirit expands man's physical capabilities in an unlimited manner. But a high level of moral-political and psychological readiness is needed not only in extreme (stress) situations when a person is required to accomplish an exploit. Under conditions of the contemporary development of military equipment and, moreover, in case the imperialists unleash war with employment of weapons of mass destruction, each serviceman, and especially the commander, will be required to have the ability and readiness to withstand colossal psychological loads. And not only to withstand them, but to accomplish combat missions skillfully: to make an estimate of a rapidly changing situation coolly and make the correct decisions, control people and the most complex equipment, impose his will on the enemy and, finally, defeat him. The moral-political and psychological training of the men which is conducted among the troops is directed at the development of just such qualities.

I. M. Moroz: It should be said that in recent years our party, the Minister of Defense, and the Main Political Directorate attach great significance to these questions. The decree of the Central Committee CPSU, "On further improvement of ideological and political indoctrinational work," is directed toward their solution. For convincingness, I will present the definition of combat readiness which was given by member of the Politburo of the CPSU Central Committee and Minister of Defense USSR, Marshal of the Soviet Union D.F. Ustinov: combat readiness is the amalgam of the technical equipping of the troops, their military ability, moral-political, psychological, and physical tempering, organization, and the readiness of each Soviet serviceman for an exploit in the name of his duty to the motherland.

The moral-political and psychological tempering of our servicemen, to include pilots, is a complex and many-faceted phenomenon. It is the most important component of combat readiness.

G.T. Beregovoy: It is very important to note that the high level of the pilot's moral-political and psychological training and his inner readiness to overcome any difficulties which may be encountered only on the path to the attainment of victory expand his capabilities as an aerial fighter without limit. With the contemporary rapidity of an aerial engagement, the slightest delay may turn into defeat for the pilot. And conversely, coolness, endurance, absolute self-confidence, and a sober evaluation of forces, friendly and enemy, may become a weapon which is stronger than cannons and missiles in battle.

We will illustrate the importance of a psychological attitude toward overcoming any difficulties for the sake of attaining an assigned goal, in this particular case victory in aerial battle, by the following example. This is a

kind of experimental proof of the conclusions which follow from the case involving Captain Kunitsyn.

It is well known that the water-salt balance is intensively disrupted in the body of a person who has come to grief in the desert. It reaches the critical value, that is, the one at which syncope sets in in a person, in approximately seven days. Knowing this, we set up the following experiment. A group of pilots was landed on the sands of Central Asia with the task of holding out for five days. Of course, located not far away was a physician who was ready to come to the aid of those participating in the experiment at any minute.

And so, those pilots who had psychologically attuned themselves to withstand the established period coped with the task successfully. They all retained their fitness for work. But one of the group, counting on help, was not morally prepared to combat the elements and "surrendered" as early as the third day. It was learned later that the process of disruption of the water-salt balance in his body proceeded more rapidly than with the other participants in the experiment. As we see, by will power a person can influence even the chemical processes in the body.

In short, if a person said to himself: "I have to!", if he set a specific goal for himself and attuned himself for its attainment, he thereby seems to put into operation latent reserves and capabilities which are unknown even to himself.

A.V. Barabanshchikov: I should like to add the following. By itself the desire to win, however fervent it may be, can be only one of the necessary conditions for victory. Without the appropriate preparation, without the material base, if it can be put this way, it may simply prove to be nothing more than a good intention with the very first encountering of serious difficulties. Will power should be supported by developed moral and psychological qualities and by combat skill.

It is well known that many traditional military specialties have changed substantially and new ones have appeared in connection with those qualitative changes which occurred in the technical equipping of the army. And this means that the very concept of "combat skill" has become different in its nature and content. Now, the serviceman's skill is based on his profound military-technical knowledge and his technical and tactical thought. Mental and sensory, that is perceptive, skills and abilities have begun to play the main role in its structure. Professional psychological qualities such as fast reaction, efficient memory, recreating and creative imagination, and the psychological combatability of the collective's members have become organic parts of skill.

Unquestionably, all this places its imprint on the process of training and indoctrinating the men and even the pilots first of all.

V.M. Nikishayev: I am in absolute agreement with you, Aleksandr Vasil'yevich. Under contemporary conditions combat training is organized at the highest level

of difficulties. It simply cannot be otherwise. And this is the only standard which can lead to the skill sufficient for the conduct of contemporary aerial battle. But to constantly preserve the ability to master what is new under difficult conditions each pilot, engineer, technician, and mechanic must possess lofty moral qualities and sufficient psychological preparedness. And the instilling of these qualities is not one of the easy tasks. It requires daily painstaking labor and the great pedagogical skill of commanders and political officers.

I. M. Moroz: In confirmation of your thought, Vasilii Mitrofanovich, let me say that the work on instilling such qualities in each pilot begins back in the flight school and, I should say more correctly, even earlier. That is, in order to get into aviation school a youth prepares himself for this morally, psychologically, and physically ahead of time, in school or in the labor collective.

Well, and in the schools the process of molding lofty moral-political and psychological qualities--ideological conviction, steadfastness, endurance, and will--in the future pilots is conducted continuously and systematically under the direction of experienced teachers and commanders. With the arrival of the lieutenants among the troops the indoctrination process also continues in the course of Marxist-Leninist training, command training, and of course, in flights. We try to introduce self-education more widely in the schools and combat units. Its significance is steadily growing now, and this is indisputable. Unfortunately, individual leaders of the regiment and squadron element, that is, the immediate teachers of the pilots, do not always understand and use this method of self-education correctly. Perhaps you, Comrade Nikishayev, can tell about this better than anyone.

V.M. Mikishayev: At times, we think that self-education is the especially personal matter of each pilot. Once you have self-education, it means let him train himself. But the whole point is that self-education is not drifting; self-education must be **/directed/** [in boldface]. This, I would say, is one of the aspects of an integrated approach to education. Using it, the commander must form motives for self-education in the subordinate, direct and stimulate this process, and not release him from under control even for a short time.

A.V. Barabanshchik: The special feature of the contemporary educational process is expressed in the increased role of self-education. Tremendous changes have occurred in the life of our people in recent decades. They have become more independent, more active, and their self-respect has grown and developed. Therefore, a person's active position has also begun to be expressed more clearly in self-education. Moreover, the very posing of the problem of an active life's position is also impossible without solving the problems of self-education.

V.N. Nikishayev: This proposition is confirmed by the experience of the leading subunits. The correct use of the self-education method by commanders permits raising substantially the quality of the pilots' combat ability and the level of their moral-political training and psychological tempering. We

have the commander of an outstanding squadron, Major Babitskiy. A former political officer, he is now a correspondence student in the Military-Political Academy imeni V.I. Lenin. Stanislav Stanislavovich makes a deep study of each pilot's individual qualities, makes skillful use of the data which have been obtained, gradually, unobtrusively, and directly steering their independent work to the required channel. He has business-like contact with his subordinates who have been trained to think and make an estimate of the situation independently. They understand each other's hints. I think that it is unnecessary to prove to anyone how important this is in aerial battle.

Correspondent: Vasiliy Mitrofanovich, I know that you once had to land a fighter under extremely difficult conditions when the flight operations officer had already given the command to go to the ejection zone....

V.M. Nikishayev: Yes, the right landing gear strut would not release. It is dangerous to land in such a situation, but I had time to think and to weigh everything soberly. The confidence that I would be able to land the airplane with minimum damage appeared, I reported my considerations to the flight operations officer, and he gave permission.

I. M. Moroz: I know of this case, and I can add to your niggardly story. The fact is that at that time the problem was not simply saving the fighter. The subunit had retrained on new equipment, and suddenly this happened at the very beginning. If Nikishayev abandoned the airplane, this could have a negative influence on the minds of the young pilots. In addition, the reason why the landing gear failed to release would have been buried beneath the clouds. A graphic example of bravery is a great indoctrinating force.

G.T. Beregovoy: To put it correctly, there are no hopeless situations. The paths of search for alternatives are more or less difficult and this depends most often completely on the person himself. Therefore, one of the pilot's most important qualities is the ability to maintain his self-control under any conditions. To make a correct estimate of the situation in an aerial battle or in some emergency situation means two-thirds of the victory. And with a certain level of skill, knowledge of friendly and enemy equipment, and with good skills in controlling the airplane--this is already victory.

A.V. Barabanshchikov: This quality of a person is called mental stability or stress stability.

Correspondent: And does it submit to training, can one develop it within himself?

A.V. Barabanshchikov: Unquestionably. And not only can, but must. Excuse me, but I would like to readdress your question to Vasiliy Mitrofanovich since he is well able to accomplish this in practice.

V.M. Nikishayev: The entire process of the pilot's combat training is permeated by this work. Much time would be required to disclose all its aspects. I will only say that we constantly keep the purpose at the center of attention--to act

on exercises as in battle! This means that in daily training commanders of subunits and flight instructors try to create simulated emergency situations on simulators as well as on flights in dual-control trainers: they throw out, as we sometimes say, various special situations, actions in accordance with which they require excellent knowledge of the equipment, developed tactical thinking, and the ability to maintain self-control, make an estimate of the situation rapidly and correctly, and adopt the only correct decision for the given situation. In order to prepare oneself for competent actions under conditions where, let us say, the landing-gear lowering system has failed (this phenomenon is extremely rare in peacetime, but one must encounter failures in a combat situation much more often as a result of various damage), one must not simply know how the landing gear is lowered and repeat the operations for its lowering many times; it is necessary to perform all this under conditions of various additional "interference," that is, when several troubles "are dumped" on the pilot at once. It is just this which permits preparing his mind for actions in the most difficult situations of contemporary aerial battle.

The lofty moral-political, combat, and psychological qualities of the pilot are, figuratively speaking, his second wing. And just as the wing on an airplane, it needs constant improvement and good "maintenance."

Correspondent: However close the conditions of a training battle may be to a real one, they can never be attained absolutely. For in training battle we cannot create such an element as the actual danger of being hit by enemy weapons. Pilots are live people, and we cannot exclude such a form of emotional reaction to danger as fear for them, either.

G.T. Beregovoy: This simply cannot be done. And really, it is unnecessary. Namely because we are all live people and understand: there is no battle without risk. It happened at the front that even the most desperate dare-devils quaked with fear now and then. But to fear like a human being and, in so doing, do one's duty--this, if you please, is also boldness and the ability not to surrender to fear. Generally speaking, there are no such cowards among the pilots. But no one is immune to a sense of fear.

Correspondent: Georgiy Timofeyevich, have you had the occasion to experience it?

G.T. Beregovoy: Of course. And I never keep this a secret. One day, "Fokkers" set my airplane on fire. The flames were making their way toward the cockpit, were just about spread to the fuel tanks, and then--explosion. To jump? But fascists were below. To remain in the burning machine meant risking being blown up at any instant. When I realized this, fear had begun to penetrate into the cockpit with its cold tentacles together with the smoke. It accompanied me to the front line, but I fought it until the gunner jumped and then, observing all precautionary measures, I jumped myself. And only when I felt the jerk of the parachute and, right after this, saw the falling airplane fragments (I did not hear the explosion) did I feel the tension leave me. Waiting for the explosion was also my fear. To give in to it means to accomplish rash, foolish actions, play into the enemy's hands, and give him an additional

weapon against to use against you. It turns out that one should also be able to master fear, overcome it by will power, and subordinate it to reason. With the aid of drills and instilling will power in oneself, fear can be placed under the control of consciousness. Each of us can recall the following simple example from childhood: a home-made springboard which was built by boys on a hill seems to be an unsurmountable obstacle at first, but one had only to master himself once, then again, and then it's as though there never had been any fear.

I.M. Moroz: The lofty moral-political, combat, and psychological qualities of the pilot are the guarantee of victory over a strong, technically equipped, and cunning enemy. The instilling of these qualities is the foremost duty of commanders and political officers.

A.V. Barabanshchikov: The instilling of will cannot be "in general," it must be directed. Psychological training must always be "for something," that is, each specific lesson and each flight are called upon to accomplish specific tasks in instilling these qualities in the pilot. It is right here that commanders, political officers, and instructors are required to have a high level of pedagogical skill and the ability to distinguish the main point in each training battle and extract from it the maximum value for the psychological tempering of subordinates.

Correspondent: Ivan Mikhaylovich, the political observer of PRAVDA, Yuriy Zhukov, once mentioned on the newspaper's pages a certain "Aggressor" program which is implemented in training pilots of the U.S. Air Force. Can you explain what this is?

I.M. Moroz: Its purely technical aspect briefly consists of the following. "Aggressor" tactical training squadrons of the U.S. Air Force are based in England at the Alconbury Air Base, on Okinawa, in the Philippines, and in South Korea. They simply portray Soviet air subunits and always play the role of enemy forces, that is, "Reds," on exercises. The pilots of the "Aggressor" squadrons are dressed in the uniform of Soviet pilots, red stars are drawn on the wings of their airplanes, and they study the tactics of our aviation thoroughly.

The slogan of the "Aggressor" program--"Let the bear beware!"--leaves no doubt as to who they see as their potential enemy. Thus, under the heading of instilling aggressiveness the U.S. Air Force accomplishes not only professional and psychological training but, what is most important, also the ideological processing of the flight personnel which it is not customary to discuss directly in the bourgeois press. In the opinion of this program's authors, the employment of this psychological procedure should accustom the American pilots to the thought of intensification of the military threat on the part of the Soviet Union. According to the Pentagon's concept, the flight personnel should become attuned to the inevitability of a combat clash with Soviet pilots and to the inevitability of defeating the latter.

Another, no less important, goal of this masquerade is the development of the American pilot's sense of security and the adaptation of his mind to conditions of battle with Soviet pilots. It is assumed in the Pentagon that in conducting aerial battle with "counterfeit Russians," the American pilot does not realize the real danger to himself. This contributes to his special psychological attitude and dislodges the sense of fear which may arise in actual battle.

However, they consider the main goal of this program to be the molding of a hatred toward communism and a complex of aggressiveness toward everything Russian in the flight personnel.

Concerning the myth of the so-called Soviet threat being cultivated abroad, Leonid Il'ich Brezhnev said that it is all nonsense. But not innocent nonsense; rather it is harmful because it serves as the justification and screen for actions which are genuinely dangerous and potentially aggressive.

A.V. Barabanshchikov: Ivan Mikhaylovich, I think that several words can be said about the "Aggressor" undertaking and that it is one of the forms for the ideological processing of U.S. Air Force personnel. And it is directed to seeing that the pilots accomplish the will of their masters without thinking.

I.M. Moroz: This is just how the matter stands. Evidence of this is the past U.S. war in Vietnam. For without a moment's hesitation, the American pilots dropped bombs on kindergartens and hospitals, killed defenseless people, and destroyed cultural valuables. They hold nothing sacred, they have one God--money.... The thirst for profit forces out all other human inducements. American pilots who participated in the barbarous bombardments of Vietnam declared cynically: "Our work is a profitable enterprise, good business."

Misanthropic training methods are foreign to Soviet pilots. We are raising politically competent aerial fighters who stand on the positions of communist morals. And this approach justifies itself because the Soviet pilots, just as all the men of the Soviet Armed Forces, possess lofty moral-political, combat, and psychological qualities and have mastered weapons and equipment skillfully. This also explains the brave actions of Captains Kozlovskiy and Kunitsyn and the great number of other heroic deeds of Soviet servicemen in wartime and peacetime.

The problem of moral-political and psychological training is complex and many-faceted. The decree adopted recently by the Central Committee of our party, "On the further improvement of ideological and political-indoctrinational work," states that the level of consciousness of the Soviet people, including the servicemen, is growing steadily. At the same time, requirements for organizing the indoctrinational process are also being raised.

Under army conditions, the labor of the officer-educator is manifested in the last analysis in the growth of the servicemen's ideological maturity and combat

skill, and the combat readiness of the troops depends on this. This is why we say that each commander and political officer must tirelessly improve his pedagogical abilities and note and consider those qualitative changes which are taking place in the contemporary military man.

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ORENBURG AVIATION SCHOOL ACTIVITIES DESCRIBED

Moscow SOVETSKIY VOIN in Russian No 15, Jul 79 signed to press 13 Jul 79
pp 8-12

[Report by SOVETSKIY VOIN special correspondents Lt Col Vladislav Shurygin and Igor' Kurashov (photos), Orenburg Higher Military Aviation School imeni I.S. Polbin: "The Sky Begins at the Ground"]

[Text] The noon sun, white hot, removed the color from the sky as if it were a cotton-print shirt; as it was, it drove the little shade beneath the dusty crowns of the trees; it softened the asphalt of the streets--the heel leaves an impression a little more firmly--its "autograph" will remain for a long time. It appeared as if everything must come to a standstill and seek cover from the intense heat under roofs and behind the walls of buildings, on the temptingly leafy beaches found on the left bank which were turning green, in the violent and chilly waters of the Urals. This is only how it seemed....

A labor week passed, and the city worked. It produced lathes and superstrong drills, wove the most brilliant silk colors, braided intricate ornaments of famous downy kerchiefs, drove the no less famous Orenburg gas to Europe through the thick pipelines....

But we cannot imagine the labor symphony of a hot Orenburg day without the high-altitude roar of the silvery light-winged machines which pass above the river and above the woods beyond the Urals and hold their course toward the steppe where an airfield buzzes and works like a beehive. We cannot imagine this city without its winged lads.

Our story is about the young pilots, about their first steps into the sky, and about those who make the young strong and bold.

Traditions

There is a hollow silence in the old redstone building. But it is not that working silence when lessons are under way in lecture halls behind dozens of doors and when the amazing process of transferring knowledge and practical skills is accomplished invisibly. It seemed as if the tremendous corridors are just about to be filled with strong lads in blouses with blue flight

shoulder boards, that they left the classrooms only for a short time.... But they will be gone all summer. The officer candidates will have practical work. Flights.

We begin our acquaintance with the school with the museum. The school was founded in August 1921.

The alumni of the Orenburg flying school look at us from numerous portraits and photographs....

Valeriy Chkalov. Outstanding achievements of Soviet aviation of the middle of the 1930's are connected with his name. The non-stop flight to America across the North Pole, the testing of dozens of new types of airplanes....

Here is A.K. Serov--pilot-internationalist who fought in Spain.

And here is G. Ya. Bakhchivandzhi--the first Soviet test pilot of a jet airplane.

Twice heroes of the Soviet Union S.I. Gritsevich, L.I. Beda, T.Ya. Begel'dinov, S.D. Luganskiy, V.N. Isipov, I.S. Polbin, I.F. Pavlov, A.S. Smirnov, and Ye.P. Fedorov brought fame to the motherland in the fire of the Great Patriotic War.

More than 260 graduates of the Orenburg flying school became Heroes of the Soviet Union and displayed mass heroism in the frontline sky.

Thirteen pilots accomplished aerial ramming while 12 repeated the exploit of N. Castello. The names of the school's graduates were given to many populated places, streets, schools, and pioneer detachments.

The world's first cosmonaut, Yuriy Alekseyevich Gagarin, was an alumnus of the Orenburg flying school.

The main and basic tradition of the school is the irreproachable accomplishment of their military duty by its graduates and whole-hearted loyalty and devotion to the cause of the party and the people.

... It is an impetuous age. The equipment is complex. But the people, of course, are also abreast with the times. Among today's instructors at the school, six have scientific degrees. More than 60 people who give the officer candidates practical flight training are masters of sport--of aircraft sport of the USSR, and speaking simply, they master the technique of piloting a jet aircraft like virtuosos.

We must name the school's leading instructors. They are the senior instructor of the Department of Design and Operation of Aircraft Equipment, Engineer-Lieutenant Colonel Garri Sergeyevich Podlesnyy; senior instructor in air force tactics, Lieutenant Colonel Anatoliy Mikhaylovich Kirilyuk; and the senior instructor of the Department of Marxism-Leninism, Colonel Pavel Stepanovich Ivanov....

In the classroom of flight simulators we became acquainted with Fedor Kallistratovich Popko--a lean, elderly, but still strong person and instructor in the practical training of the officer candidates. He gave almost 40 years to aviation and now is a colonel in the reserve. He trained thousands of pilots. Not one officer candidate escapes the simulator or instructor Popko.

Here everything is realistic. In the front cockpit--the officer candidate, in the rear--instructor Fedor Kallistratovich. The light is extinguished, and a screen flashes up on which a runway taking off toward the horizon can be seen.... One of the instructors took the seat in the front cockpit, and everything which takes place in this classroom many hundreds of times began. "118--request permission to taxi!"--"Permission granted!" The slabs of the taxi strip and the runway [VPP] floated up to meet the pilot slowly. The illusion of movement is complete, and you soon forget that it is a screen. The whine and roar are heard, and then the smooth, formidable noise of the jet engines. "118--request permission to take off, circle!"--"118, permission for take-off and circle granted!" The rumble became stronger and the slabs of the airfield raced up to meet the pilot more and more swiftly.... Take-off! Gaining altitude. A great number of instruments are operating. A left turn. The horizon banks. The miniature black airplane on the gyro horizon clearly shows the bank.... The turn is completed--the miniature airplane occupied the position along the horizon. Everything according to science.

"Well, is it always so clear?" I ask Fedor Kallistratovich.

"If only..." and I sense the instructor smiling briefly. He tells the instructor in the front cockpit that the latter "made a mistake. "I can't. I forgot," the instructor quickly answers him in the right tone. "Well, then I have to...." Popko puts some malfunction in the "flying aircraft" and explains to me mysteriously: "Now let him collect the needles in a heap!"

The horizon banks and the "ground" rushes up to meet the trainer. So as not to become confused in actual flight, everything should be worked out on the ground to automation. The instructor levels out the machine. He reports that the malfunction has been eliminated....

Flight in a simulator. Every pilot needs this. Both the young and the experienced.

And I wanted to go to the spaciousness of the airfield (I won't say how badly!) to see there how the officer candidates take off on their flight and how they return.

The Training Airfield

Puffs of brown dust are behind each airplane taking off from the dirt. The wind carries the dust toward the hardstand. There is dirt on the faces, on the teeth.

No, they were not tidy, picturesque lads in interphone headsets and with small plotting boards who were standing on the clean concrete. They were plowmen of the flying sky -- officer candidates and instructors. Sunburned to a crisp, sinewy, strong.

The training field was operating. Airplanes took off into the sky and returned. The officer candidates were preparing for take-off.

The group of third-classmen is waiting for a helicopter to fly to another airfield. Here first-classmen are flying in the "elks" (this is what the L-29 jet trainer is affectionately called). And the third-classmen are flying in jet combat-training airplanes.

We become acquainted with the third-classmen. Junior Sergeant Yuriy Bobkov, CPSU member and member of the air squadron Komsomol bureau. He came to the school from Kaliningradskaya oblast.

Officer Candidate Sergey Ataman, Komsomol. Prior to entering the school, he worked as a fitter at a Chelyabinsk machine shop. Communist officer candidate Aleksandr Lushchikov is from far away Krasnoyarsk while Komsomol Officer Candidate Yevgeniy Ogorodov is from Naberezhnyye Chelny. After completing the Kazan' Suvorov Military School Il'yas Kharisov, son of a Bashkir kolkhoz worker, attained the "right to become a pilot." There also is a sixth third-classman but he is standing at some distance with an instructor and we made his acquaintance somewhat later.

These officer candidates have their first flights in the "elks" far behind them. Today they are flying in combat-training jet aircraft.

What brought them to the flying school?

Officer Candidate Aleksandr Lushchikov. I dreamed of flying while still in school. In the fall my friend, Sasha Gomonov, arrived on his officer candidate leave; he is now in the fourth class. He told about everything and shared his impressions. My desire to become an officer candidate became even stronger. There is another reason.... At one time my father applied but could not get into this school. He failed because of health. So he was also "in favor."

Officer Candidate Il'yas Kharisov. It is not easy to get into flying school from a Suvorov school. One must be persistent and strive toward his dream. He must study in an excellent manner. I am glad that my dream came true.

Officer Candidate Yuriy Bobkov. I lived at an air base and was on friendly terms with Major Vasil'yevich Chechel'nitskiy. He was enthusiastic about his profession and transmitted this enthusiasm to me.

...On what are the third-classmen now working? They are flying as part of a crew. In this regard, an officer candidate is the crew commander. Responsibility and confidence. The lads are maturing. And this can be seen from their self-collection and purposefulness.

Two Near the Wing

It had to happen: two recipients of the grant in aid izeni Yu. A. Gagarin met. One--former. The other--present.

Former because he is not an officer candidate today but is already a captain and a senior pilot-instructor. Vladimir Nikolayevich Strekalovskiy completed this school six years ago. He is a first-class pilot, master of airplane sport of the USSR, a member of the Air Force combined team, and one of the best methodologists in the school. He sent many officer candidates into the sky without "dropping" one of them!

Vladimir Strekalovskiy accomplished much in his 28 years!

Officer Candidate Sergey Sheremet is a present recipient of the Gagarin grant in aid. He grew up in a military family and travelled all over half the country with his parents. He completed secondary school with a medal and entered the higher flying school without wavering. Today, Sergey is 20 years of age.

And if Captain Strekalovskiy said upon our meeting: "I love flying and live for it," Officer Candidate Sheremet said: "If only graduation would hurry! I like the modern missile carriers. I dream of the day when I take the pilot's seat."

Well, both aviators have everything ahead of them. Tall sky and a difficult and honorable profession.

The Eaglets Learn to Fly

Shielding himself from the sun with his palm, Major Strubalin looked into the sky. He had just sent Officer Candidate Aleksey Sukhanov there on his first solo flight. And although the start line command post section was attentively following the flight of the first-classman, Strubalin correctly recognized his own student in the extended chain of silvery airplanes and answered our questions. Can one somehow judge an officer candidate's flight inclinations from his first familiarization flight, from his behavior in the cockpit as a passenger? "I am not inclined to 'determine a pilot by his ears.' One must keep an eye on him and work with him."

What is the purpose of the first familiarization flight? "The officer candidates worked on the simulators all winter and spring, and they studied the airplane and all the disciplines and sciences necessary for air navigation. A trained person in the front cockpit is no longer a passenger. He knows all the instruments and controls. We give him the opportunity to get the feel of the air. We join with the sky." And the feel of the airplane? Do you let him get the feel of the airplane?

"Absolutely. I tell the officer candidate in flight: 'Look at me! Raise your arms!' I also leave the controls and show him my free hands. 'Does it

fly?' I ask. 'It flies,' the officer candidate replies with astonishment. 'And now, take control!' I let him feel the responsiveness of the airplane. We make a turn together so that the officer candidate sees the ground from on high. We land, and I ask what the officer candidate recalled and what he saw. It is very good if he answers: 'I saw a river, bridge, small village....' The first flight should bring a feeling of joy."

And the first solo flight? "A sense of self-approval and joy. An officer candidate is landing now--talk with him."

An interesting detail. We just met two recipients of the Gagarin grant in aid, and now we met two graduates of the ShYuK--the School of Young Cosmonauts. There is such a two-year school for the senior classmen of the city of Orenburg with the higher flying school. Now Major Strubalin completed it 10 years ago, and last year--the Orenburg tenth-grader Aleksey Sukhanov, now an officer candidate in the first class.

"And here comes Sukhanov!" The major pointed with a nod of his head to a jet airplane which had slowed its run.

... A big lad with a large forehead leaped easily from the cockpit of the airplane. Dark droplets of sweat raced over his cheeks. And on his face, a smile which was blinding in its joy and purity. I ask: "How did the flight go, Officer Candidate Sukhanov?" "Normally." "What did you feel taking off into the air without an instructor for the first time?" "First of all I believed and did not believe. I glanced back. I convinced myself that there was no one in the rear cockpit. I noted that the stick in the free rear cockpit repeats my actions. It became joyful. I wanted to sing. But it is forbidden to sing on the air, you understand. Well, and the rest was as they taught. Flight, landing 'you saw.' Yes, I saw the first solo flight!

And we cannot fail to tell about one more person who was at the airfield that day. His work is beyond all calculation. He is the squadron's political deputy, Captain Sergey Anatol'yevich Petrov. He took off for the zone. The pilot's first class requires constant self-improvement. Then he conducted talks with a group of flight instructors and with first-classmen officer candidates.

The political deputy has interesting tape-recorder tapes. The recording, "Lenin and Music," sounded during a short student smoke break after flights.

Petrov is an Orenburger. His father, Anatoliy Petrovich, was a pilot. He flew "MiGs" and then worked on airplanes of civil aviation. Evidently, the father's love for flying was great if the son followed in his footsteps without wavering.

Captain Sergey Petrov is only 24 years old but he has already succeeded in passing through the stages of flight instructor and flight commander; he was secretary of the Komsomol committee and now is deputy air squadron commander for political affairs. In this regard, the following detail is interesting. The

squadron is commanded by Major Nikolay Nikolayevich Rybakov, in the recent past the first instructor who gave Sergey Petrov his familiarization training and let him take off into the sky! And now, all political work in Rybakov's squadron has been entrusted to Captain Petrov and the young officer is successfully coping with it. The squadron is one of the best in the higher flying aviation school.

...On this day Officer Candidates Anatoliy Dunda, Andrey Matkin, Sergey Khazutdinov, and many other first-classmen accomplished their first solo flight.

There Is Such A School!

ShYuK--it is romance and a dream. The shortest road to a cherished goal. ShYuK--it is a school for young cosmonauts with the Orenburg flying school. It was established in 1963. Senior-class youths are occupied in it. What do the youngsters study? The history of aviation and the construction of the airplane, flight theory and aerial navigation.... Each officer candidate must be physically strong and healthy, have good military bearing, and must make two parachute jumps by the end of his graduation from the school, that is, in two years.

Today, the school is directed by Lieutenant Colonel (reserve) Nikolay Ivanovich Kozubenko and its chief of staff is Lieutenant Colonel (retired) Yagafar Mingaleyevich Kateyev.

The school recently had its regular graduation. Fifty youths received certificates of its completion. More than half the graduates will enter military schools, and of them 19 will enter the Orenburg Flying School.

We encountered graduates of the school for young cosmonauts everywhere. You became acquainted with some of them in our report.

Today ShYuK youngsters are preparing for parachute jumps. They are the brothers Gennadiy and Aleksandr Yelisseyev, Vitaliy Tunikov, Sergey Grabenko, and Oleg Golos....

The jumps will take place next week, but the youngsters need not worry. Master of Parachute Sport of the USSR Warrant Officer [praporshchik] Karp Alekseyevich Zhilkov who has made 2,050 parachute jumps during his 35 years of service in the army will release them from the sky to the ground. Karp Alekseyevich gave a pass to the sky to the first cosmonaut on Earth, Yuriy Alekseyevich Gagarin, for not one pilot takes off into the sky without having made a certain number of parachute jumps! So that many thousands of former officer candidates of the school passed through the hands of Karp Alekseyevich Zhilkov.

...Graduates, alumni of the Orenburg Higher Flying School--many of them are serving in the combat regiments of our glorious aviation. They fly their missile carriers masterfully and are striving to fly higher than all, farther than all, and faster than all.

The school is proud of its Honored Military Pilots of the USSR I.I. Pstygo, L.I. Beda,, S.D. Prutkov, and M.S. Kobayakov, Honored Navigator of the USSR and Hero of the Soviet Union A.M. Antonov, Honored Test Pilots of the USSR A.P. Yakimov, K.K. Rykov, and A.V. Kolosov, and many, many others.

The Guards Twice Order-Bearing Air Regiment commanded by Guards Lieutenant Colonel N. Zhuplatov, a graduate of the Orenburg Higher Flying School, is now rightly marching among the leaders of the socialist competition in the country's Armed Forces.

I wish you tall skies, eagles of the motherland!

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AVIATION MAINTENANCE ACTIVITIES DESCRIBED

Supervisor's Tasks

Moscow AVIATSIYA I KOSMONAVTIKA in Russian No 8, Aug 79 signed to press 2 July 79 pp 28-29

[Article by Col V. Lebedyev: "Knowing No Rest"]

[Text] He arrived in his own regiment in a new capacity--he had become deputy commander for IAS [Air Force Engineer Service] affairs. New concerns also had arrived. From his first days officer L. Anishchenko was interested in the effectiveness of the technical crews' actions in preparing aircraft for flights, the vocational skill of Air Force Engineer Service personnel, the condition of the training base, the safety and upkeep of valuable materials and ground-based equipment, and many other things.

Communist Anishchenko began with an inspection of the classes. It was evident that updating of the training base was proceeding slowly with the arrival of missile-carrying aircraft and that some diagrams and charts had yellowed with age. Leonid Klimovich visited the squadrons' parking areas. He did not see immaculate order there, either. He turned his attention to the fact that one of the specialists was sloppily dressed.

"We must eliminate this," the officer thought. "But before doing anything I must think everything through thoroughly, discuss innovations with the commander, members of the party committee, with the engineers of the unit by specialties, and with the deputy squadron commanders for IAS affairs. Otherwise, miscalculations are inevitable."

Anishchenko prepared a long-range plan. The commander approved his proposals. They provided for additional lessons, training sessions, individual assignments for various categories of specialists, the creation of new training accessories, and reequipping of classrooms.

A particular need was felt for a specialized class in objective supervision. It is difficult to do without it now. Data from automatic flight recorders made it possible for engineers to determine precisely and predict

the condition of equipment and to reveal errors in its use on the ground and in flight. Thus, a malfunction in powerplant operation once occurred in flight through the fault of an experienced airman. After the flight he made a report on this to the squadron commander. But for some reason, no one had informed the engineers about what had happened. However, in working out means for objective supervision, the specialists themselves discovered the malfunction. They discussed the case in detail with flight personnel and gave the crew an appropriate reprimand.

But Anishchenko did not limit himself to this. He personally organized and conducted a special discussion period on the rules for engine operation in flight. The discussion period was even more effective because the data of objective supervision were widely used in it.

Communist Anishchenko decided to set up a model class in objective supervision. He enlisted the services of active innovators Engr-Maj A. Golovkin, Warrant Officer B. Kozlov, and others to implement this idea. They worked out a plan. In it they specified where and what kind of equipment to set up and what kind of additional accessories to produce for adaptation of an SOK [objective supervision system]. The commander approved the scheme. Skilled workers energetically undertook the task and a new training facility soon began operation.

The training base also began to take an operational directivity. Anishchenko had been able to interest innovators. Officers and warrant officers were working with great enthusiasm. Now the unit has all the necessary classes in the basic types of combat and political training for aviators.

The electrified radio station simulator unit is very popular among the personnel, for example. Officers I. Aleksandrov, G. Maksimov and M. Bykov had set out creatively to develop it. This simulator unit enables the operator to improve and reinforce skills in working with a station and to interpret the sequence and nature of processes that take place in electronic systems.

Other simulator units made by the officers also help to expand the technical horizon: for adjustment of the terminal switch units in the flap control system, for checking the fuel expenditure and measurement system, and for inspecting and setting an automatic device for secondary stresses.

Engr-Lt Col Anishchenko works unremittingly with the youth. He skillfully utilizes varied models for this. When young officers arrive in the unit, they are sure to be taken into the combat glory room. Documents on the military exploits of aviators in the Great Patriotic War and on their achievements in mastering modern military equipment are kept here. Leonid Klimovich also translated into reality the idea of initiating young specialists into the practice after they have successfully completed examinations. But he considers individual work the most important thing.

Anishchenko knew this technical service lieutenant well. He liked him immediately. The young officer had graduated from school with honors, quickly entered service, and was among the top ones to pass the examination for the second class. At the end of the year the bomber on which he was serving bore the inscription "Excellent aircraft" on its side. Later they entrusted a dual-control trainer to him. This was more trouble. But the technician worked selflessly, learned much independently, and prepared himself to enter a VUZ.

They elected the young specialist to the squadron's Komsomol bureau. They began to speak of him as a future officer. Anishchenko closely followed the development of the lieutenant, supported him, and often cited him as an example. But one time he found out that the young technician had dropped the following remark in a conversation with his superior:

"I take care of a dual-control trainer. For this reason it would be good to staff our technical crew with the best specialists."

Right then Anishchenko decided to speak with the lieutenant. But he had inspected the condition of his aircraft closely from the beginning--everything appeared in order. It surprised the engineer that such a capable technician, who had acquired experience in training subordinates, was laying claim to special selection of persons in the crew. That evening they talked for a long time. Coworkers noted an obvious change in the young officer's conduct. He had become more modest, more attentive toward the mechanics. And the enthusiastic sparkle in the lieutenant's eyes to which the engineer had directed his attention at their first encounter again appeared.

Or another example. Tech-Capt M. Vasin serves in the unit as chief of the technical maintenance unit detachment. On the whole the officer is conscientious and a good specialist, but insufficiently responsible. Those matters which he considered important he tried to resolve on time, but he hardly concerned himself with the rest. Anishchenko asked the officer to come to him and said:

"Comrade Vasin, you are trying to divide everything up into what is insignificant and what is significant. But in our business even a little neglect can lead to much unpleasantness. And what is more, we cannot treat people with indifference. If they come to you with requests and suggestions, it means they consider them worthwhile."

Following the discussion the IAS supervisor concluded that Vasin at times did not know how to correctly evaluate one matter or another. He should study. Anishchenko gave Vasin an individual assignment for study. And he is not the only one. In fact, there also are other officers who believe that since they finished school, it is not necessary to study further. Anishchenko's personal experience convinced him of the error of this view.

After completing school, Leonid Klimovich worked as a technician and senior technician of an aircraft. Later he was named chief of a technical maintenance unit-detachment, and later he headed the IAS in a subunit. And he felt that higher education was necessary.

The years of study pass rapidly. Then the subject of his thesis was selected. Some time passed and he was defending his thesis. Good vocational preparation is helping Anishchenko to successfully cope with his responsibilities. If required, he knows how to find malfunctions. On one occasion, senior aircraft technician V. Ivanov could not locate the cause of a malfunction on a dual-control trainer. Soon afterward, Engr-Lt Col Anishchenko appeared at the aircraft, which had the bort number "49."

"The temperature is being overread. As a result, the turbostarter is turned off under the normal control parameters for its operation," reported Guards Tech-Sr Lt Ivanov.

Hearing him out attentively, Leonid Klimovich suggested that one of the subassemblies of the engine be examined. His suggestion was corroborated. The malfunction had occurred as a result of a break in the coupling between the turbostarter and the compressor.

In the certification of Engr-Lt Col Anishchenko was written: "Has broad experience. Displays analytical thinking in bringing to light causes of malfunctions on aircraft. Organizes study sessions with flight and technical personnel regularly and conducts them methodically and competently. Devotes much attention to finishing work and searching for specific recommendations aimed at ensuring the high reliability of all systems and machinery of an aircraft, as well as the safety of flights."

Reliability. It depends on many factors. But mainly on people, their training, their performance, an exacting attitude toward their work. And Anishchenko understands this well. He works conscientiously and persistently tries to see that all requirements of the IAS and other documents are carried out in full by supervisors and subordinates alike. Although doing this can be difficult. I recall such a case.

Following scheduled operations, as usual, they were testing the aircraft. There were no comments. At this time the aviators were preparing for flights under adverse weather conditions. Looking through the planned schedule, Anishchenko saw in it the number of an aircraft that had just been tested.

"It cannot be flown under adverse weather conditions until specific flying time has been accrued under normal weather conditions. This is a gross violation of the appropriate document. I will not append your signature," the IAS deputy commander said. And the aircraft stayed on the ground.

Leonid Klimovich has done a great deal in the interests of high equipment reliability. The control point of the IAS in the regiment has been completely reequipped. In addition to a control system, there is now an information installation which reports on particular situations in flight. Engr-Maj V. Potepukh and Warrant Officer V. Rudanov set it up at Anishchenko's recommendation.

The workday of Engr-Lt Col Anishchenko has been filled to the limit. And although quite enough time is spent filling out documents, he doesn't like to stay in his office for a long time; he is drawn by the aircraft parking areas, the technical maintenance unit areas, and the training lecture rooms.

Leonid Klimovich, together with his assistants, are now engaged in equipping the IAS planning room. It has been set aside for filling out the planning schedules for the preliminary preparation of aviation equipment for flights, and technical analysis and briefings are to be conducted here as well. In this room the regiment's engineers and squadron deputy commanders for IAS affairs will study documents, prepare independently to carry out work on aircraft, and engage in planning personnel activities during instruction sessions and on days the aircraft are down. Engr-Lt Col Anishchenko visited his neighbors and asked them how they equipped the planning room and what kind of displays, diagrams and charts are in it.

Public work consumes much effort. Communists of the unit have shown much trust in Anishchenko, electing him to the party committee. He knows no rest in party work, either. Leonid Klimovich enjoys the respect of his brother officers for his firm, principled character, responsiveness, and concern for people. It is not coincidental that the IAS unit headed by him has become firmly established in the past 2 years and has joined the ranks of the leading ones.

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Maintenance Crew Activities

Moscow AVIATSIYA I KOSMONAVTIKA in Russian No 8, Aug 79 signed to press 2 Jul 79 p 30

[Article by Tech-Lt P. Troshin: "And in the Morning: 'Lightning'"]

[Text] "Get to know Captain of Technical Services Vladimir Vasil'yevich Ivanov, who has been assigned to your squadron as chief of the aviation equipment group," said the deputy commander of the unit for IAS [Air Force Engineer Service] affairs, presenting the officer to personnel.

The aviators looked at the new man with undisguised interest. Above average in height, with broad shoulders. An open gaze from beneath broad, bushy brows. A concentrated, resolute face.

Then the squadron deputy commander for Air Force Engineer Service affairs acquainted Ivanov with the best specialists in the group and leaders in socialist competition, Warrant Officers P. Vekker and B. Chernyshev.

"These are your dependable assistants," he said. "You can rely on them for everything..."

In acquainting himself with subordinates, Ivanov tried to learn something about the persons who would be ready complex aviation equipment for flight. After all, the group is one family where each person is in the public eye. And the entire collective answers for the mistake of one. Over years of service as an officer, Ivanov had acquired experience in educating and training specialists. And now he wanted very much to justify the confidence of headquarters, to prove, in fact, that they were not mistaken in promoting him to a new post. The main thing was to understand why the group was not able to move itself out of mediocrity.

Tech-Capt Ivanov had had strong theoretical training. He had been working at the airport with complete efficiency. However, in a scheduled examination of technical knowledge his group had shown results lower than the specialists in other maintenance groups.

"Once again when results are summed up, they will be speaking about us as they do about those who lag behind," Ivanov told a unit aviation equipment engineer when they returned from flights.

"You won't eliminate past errors in one day," the officer replied. "Some time is needed. In my opinion, your predecessor had a very serious deficiency--he did not know aircraft navigation instruments very well. This is the source of errors in the technical training of subordinates, especially young mechanics."

In the past Ivanov himself also had come to understand something. There are excellent specialists in the group who can perform any task. He began sizing up the work of the warrant officers in the process of preliminary and pre-flight preparation of the equipment and on days when the aircraft are down even more closely.

At the end of one of the days, in a technical analysis, the chief of the group noted the acts of initiative of Warrant Officer Vekker and cited him as an example. And in the morning, a "molniya" [lightning], devoted to a leading specialist, an expert technician, was made official.

Then officer Ivanov, after consulting with the squadron deputy commander for IAS affairs and an engineer of the unit for aviation equipment, drew up a plan for technical training with subordinates. He himself prepared and conducted several study sessions on the installation and operation of navigation systems in a modern aircraft. He looked after the preparation of

diagrams, placards and other visual aids in advance. In addition, Captain Ivanov developed a specific assignment in technical training for each warrant officer for the period of instruction.

Vladimir Vasil'yevich, together with party activists, was interested in the kind of technical literature the warrant officers read, what they liked to do in their spare time, at home. All this helped him to know his subordinates better.

Tech-Capt Ivanov knew how to interest persons, to bring into their training a true spirit of competitiveness. Experienced warrant officers became dependable assistants of the group commander. Specialists of a high class who have mastered their vocation to perfection, they look after the new men. This has become a tradition. Warrant Officers B. Chernyshev and A. Milovanov treat the young mechanics thoughtfully and attentively. They have helped them to gain confidence in their strengths, and they have taught them to adhere precisely to consistency in readying the systems of a bomber for flights.

Tech-Capt Ivanov was able to unite the collective, to establish a good microclimate in it.

Once, after a long interval, they had to prepare a training aircraft for flights. After an inspection they brought the dual-control trainer to the fueling area. A technician and a mechanic placed chocks in front of the landing gear and connected the power supply.

The technician sat in the cockpit and pressed the "Start" button. However, the instruments' needles did not move, and the aircraft did not start.

The specialists gathered near the aircraft. They expressed different opinions. Soon after Tech-Capt Ivanov approached. He checked the status of the start shutdown relay. Everything was normal, no discrepancies. Then the group chief switched on the circuit breaker and unexpectedly heard a sharp click. The relay had been tripped. But this cannot be. What's wrong? Ivanov moved the "student-instructor" changeover switch for the pump to start from one position to the other. The relay was tripped in both positions instead of one.

"So the problem is in the changeover switch," the officer guessed.

They replaced the changeover switch. The aircraft technician pressed the "Start" button. The engine started and began accelerating.

The subordinates of Tech-Capt Ivanov are welcoming Air Forces Day of the USSR with high indicators in training. It has now been 6 years that the excellent aviation equipment group has been a winner in socialist competition.

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In an Air Regiment

Moscow AVIATSIYA I KOSMONAVTIKA in Russian No 8, Aug 79 signed to press
2 Jul 79 pp 32-33

[Article by Guards Engr-Capt V. Orlovskiy, deputy commander of a regiment for IAS [Air Force Engineer Service] affairs: "Differentially and Creatively"]

[Text] The engineers of the regiment carefully examine the aircraft maintained by Tech-Sr Lt O. Mordvinov. They had to make an evaluation of the condition of the aircraft, the ground-based equipment, the tools and documentation to ascertain whether the responsibility in competition--to retain the title of excellent aircraft--had been fulfilled.

Officer O. Mordvinov had thoroughly prepared for this testing. The engineers noted the high operational capacity of the systems and equipment, the accuracy with which units had been adjusted, the neat lubrication of machinery and devices. The ground equipment, tools and service logs proved to be in ideal condition. In response to an inspector's questions on the design and operating instructions, the first-class specialist answered in full, with knowledge of the reference documents' requirements. And despite the fact that the inspection had not been impartial to a certain extent, the engineers' decision was unanimous--an "excellent" evaluation.

On that day the guards aviators congratulated their comrade on the success. Activists issued a combat certificate where the technician's advanced experience was summarized. This experience was much needed by the youth in the IAS unit. And there are many of them in our twice-decorated guards air regiment.

I want to stress that the most serious attention is being devoted to the technical training of our personnel. It is no coincidence that the unit was awarded a diploma by the military district commander for ensuring the high combat readiness and reliability of aviation equipment.

Now the fighting men are working with redoubled energy. After coming forward as initiators of socialist competition in the Air Forces, the guards aviators have set new heights in combat development. Thus the IAS specialists made a pledge to have 80 percent "excellent" aircraft.

This is why successes in competition such as those achieved by Tech-Sr Lt O. Mordvinov make our officers, warrant officers, sergeants and soldiers happy. In fact, this is an evaluation of their work, too. At the same time, the others are trying to perform everything that distinguishes the leaders in combat training better.

The necessary conditions have been created in the regiment to ensure that every officer is able to comprehend the fine points of his occupation to perfection. Well-equipped TECH [technical maintenance unit] laboratories, classrooms in the school building, and the equipment of squadron centers are at his service. Effective display stands and complex simulators are constantly being improved. Let us say that plant-manufactured display stands which describe the operation of airborne communications equipment, on which schematic block diagrams and illuminated main circuits have been colorfully delineated, satisfied the technicians the first times. But later on the aviation specialists suggested that photographs of subassemblies be mounted on the schematics instead of the symbols for a more thorough study of the equipment. The instructors' explanations became more understandable to the audience. The specialists learned the location of equipment and the accesses to it more thoroughly.

Nevertheless, in time this also ceased to satisfy the technicians preparing to improve their class level. Then our expert innovators, officers V. Semenyuk and A. Goverdovskiy, Guards Warrant Officers V. Ignatkov and M. Klimkov, Soviet Army employee A. Stepchenkov and others set up simulators connected with the display stands on which actual units and assemblies, instead of photographs, were mounted. In his training, a technician performs the same operations in a cockpit simulator as in an aircraft and can trace the sequence of operation of units in the system under study.

Such study sessions are attended by members of the IAS methods council of the unit, Guards Eng-Maj N. Morozenko, Guards Engr-Maj A. Shmit, Guards Engr-Capt D. Kuleshov, and Guards Tech-Capt N. Tyukhtin. They are prepared to pose complicated introductions and to demand more thorough analysis of the reasons for malfunctions taking place in practice. During the examination session period or when examinations are taken to raise class skills, the regiment's engineers use the simulator equipment to check knowledge of methods to prevent deficiencies, emphasizing comprehension of the physical nature of the manifestations. This promotes development of the technicians' technical thinking and the ability to orient themselves in one specific situation or another.

The same problems are worked out with specialists in the aircraft parking areas, during technical simulations, the frequency of which have been determined by reference documents. We specify separate requirements and determine future as well as present subject matter.

For example, after one flight a pilot made a comment on the operation of the airspeed indicator. Subordinates of Guards Engr-Maj N. Morozenko could not immediately identify a malfunction in the pitot tube system. It turned out that because of temperature drops a rubber seal had collapsed in one of the units. This malfunction is relatively rare; this is why it was so difficult to identify it. We discussed the procedure for inspecting this unit, secondary symptoms preceding the appearance of the malfunction, and means of preventing it in the future with all IAS personnel at one of the technical training sessions.

Analysis of the training of young officers, graduates of military aviation technical schools, has made it possible to draw a conclusion: 3 to 4 months after examinations are passed and they are admitted to independent work, an additional, more thorough verification of their knowledge should be conducted. Then it will become clear what the young officer accomplished during the first months, how he is striving to improve himself, and how he needs to be helped.

Supervision of the increase in specialists' knowledge also is necessary because some of them exhibit self-confidence and their demands on themselves and their subordinates are relaxed when they are working under the guidance of TECH chiefs of a unit and deputy squadron commanders for IAS affairs. Need we speak about the intolerability of even the slightest self-sufficiency when preparing equipment for flights?

Verification of the knowledge of the young men begins at the airfield, where engineers talk in an unconstrained manner with technicians about the design characteristics of an aircraft and ask how a unit or a system as a whole will function when adjusted differently. If an answer is incomplete or wrong, the examiner will correct the officer right here. The main thing is that during the verification the specialist's training manifests itself and that conclusions are drawn on how he is to study further.

After that, supervision continues in the classes. Here they verify how technicians have fulfilled individual assignments. These assignments have been developed in squadrons differentially, taking into account the length of service and level of preparation of each officer. The most experienced are given the most complex assignments. Thus, for example, it was proposed that Guards Tech-Sr Lt N. Sergiyenko tell about the methods of operation of automatic equipment for the fuel system under transitory climatic conditions. In the interval between flights or on days for preliminary preparation, the deputy squadron commanders for IAS affairs gather the specialists in a classroom to hear results of the study of topics. The statements of many comrades, including Sergiyenko, have been very beneficial for the youth.

The competition of technical crews identifies the best ones, and the results of their creative research becomes the property of them all. Thus, in a practical study session officer O. Dudinskiy demonstrated how he conducts an in-flight inspection of compressor vanes. The fact is that some young officers hardly managed within the allotted standard time. And an experienced specialist explained his method, making it possible to preform the inspection in half the time. Now all technicians are using it.

And other winners in competition--officers M. Kunitsya and V. Bazayev--told their colleagues how to more efficiently organize the work place. It is no secret that some technicians are not devoting proper attention to this. Several times a day they go from the parking area to the tool-room for expendable materials, locking wire or paint. As a result, the technical

process suffers, since a specialist speeds up an operation in an attempt to make up time wasted on movement back and forth; this often leads to defects in the work. This is why the requirement for high efficiency in equipping the work place has become one of the fundamental ones for those aspiring to the title of excellent technician of a flight or squadron.

The best specialists always stand high in our esteem. They are awarded challenge pennants, certificates and valuable gifts. The portraits of those who excel in combat and political training are in the parking areas of the airfield and in official facilities. Conversations about experience reveal how one officer or another is organizing independent study, that he imitated a rival in competition, and what his contribution is in the struggle to retain the squadron's title of excellent.

Of course, we do not have everything fixed as we would like. There also are errors in planning. But on the whole, IAS personnel are confidently carrying out their tasks during the summer training period. And as the engineers, technicians, and you aviation specialists pledged, the times required to put air craft in combat-ready condition have been shortened. The majority of combat aircraft are being excellently maintained. Pledges to increase class skills are being fulfilled. Aviation specialists are striving to see that not one prerequisite for personnel-caused aviation accidents is tolerated. Soldiers of the IAS are trying to make a worthy contribution to the success of their guards regiment so that it receives the title of excellent for the fourth consecutive time.

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In a Helicopter Unit

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[Article by Sr-Lt V. Usol'tsev: "Believing, He Did Not Check"]

[Text] "Be more careful. You nearly grazed the tubing," remarked Jr Sgt A. Makshakov to the mechanic working next to him.

"But I did not damage it," the soldier tried to excuse himself.

"With such an attitude toward work you will surely catch it sometime," answered Makshakov. "Remember always that carelessness is intolerable in aviation."

Tech-Capt V. Zimin, who was nearby, smiled when he heard from Makshakov's lips words very similar to those which he had spoken to Jr Sgt B. Khazratkulov nearly a year ago. At that time Khazratkulov had been check-the controls of a helicopter on which he was performing scheduled work. After finishing the necessary work, he reported on this to the group chief. Listening to his subordinate, Zimin looked at him searchingly:

"Tell me, is everything in working order? Let's convince ourselves together if this is so."

They inspected one unit, then another. Outwardly the cables, rods and bracing wires looked normal. But under closer inspection the officer noted chafing in the cable running out from under the flanging of the pedal control. Moreover, one steel strand was torn.

"You didn't notice?" asked the technical service captain, pointing to the defect.

"The cable is in excellent condition in all sections. And I thought it could not be torn under the flanging," answered the mechanic.

"Any kind of deviation from the plan to carry out scheduled operations and haste are intolerable."

From the expression in the mechanic's eyes the experienced trainer knew that Khaeratkulov was very concerned by the oversight permitted. In fact, he had always carried out his responsibilities conscientiously. But it was worth relaxing here, and this had an effect on the work here.

They analyzed the incident in detail in the scheduled operations group.

"Even if you are firmly convinced that you have done everything correctly, check the results of your work again without fail. It is possible that during work you accidentally hit some stopcock or hooked the tubing. Never tolerate haste in maintaining equipment. And remember that even the slightest carelessness in our work is intolerable," concluded officer Zimin then. And so that the reasoning appeared more convincing, he told his subordinates about an incident in his personal experience.

The crews of helicopters where the flight mechanics were Tech-Sr Lt V. Zimin and Tech-Lt S. Fel'dsherov were covering the actions of ground subunits in a tactical exercise. After landing near motorized infantry troops, the pilots left to obtain more precise information on a problem in the next flight. And Zimin and Fel'dsherov, opening the hatches and cowlings, set about inspecting the rotary-wing aircraft and readying them for the next flight.

"Everything is in order on my aircraft," Fel'dsherov told Zimin when the latter approached his helicopter.

"Good" responded Zimin.

Fel'dsherov had been performing the duties of a flight technician for only a few months, and first-class specialist Tech-Sr Lt Zimin had been looking after him. He had been showing his young comrade the most efficient methods of working on aviation equipment, teaching him to correctly prepare a

helicopter for flight, and supervising his activities. But he had not noticed any mistakes by Fel'dsherov recently, and Zimin was limiting himself to a customary glance at the helicopter to see if the hatches and cowlings were closed. Everything was in order, and Zimin said with satisfaction:

"Now we can warm ourselves up for a while."

The flight technicians climbed into the cargo cabin of one of the helicopters where a little heat still remained. Soon afterward the pilots returned. The crews had to leave the landing area.

The first helicopter which was to take off was that of officer Fel'dsherov. But something was not going well for the crew: the left engine did not start.

"Let me find out the cause of the delay," Zimin said to the crew commander.

"Go ahead," the commander said, nodding his head.

Tech-Sr Lt Zimin ran to the other helicopter. There they had already made the decision to stop attempts to start until the reasons were determined for the left engine's failure to operate at minimum speeds and its automatic cutout. The fuel pump indicator also was not illuminated.

Zimin guessed the malfunction immediately as soon as he noticed a spot of fuel on the fuselage near the drain tube. When they opened the cowlings they saw that the stopcock for reducing pressure in the airlocks on the set of filters for the fuel system was open.

It turned out that in inspecting the engine, Tech-Lt Fel'dsherov had slipped and hit this stopcock with his leg. And Zimin had not come to check the quality of his own work again or supervised the activities of the young specialist. So during the startup the fuel went out the drain and not into the engine.

They corrected the problem here and soon after the helicopter took off.

"If Fel'dsherov had been more careful and I had supervised his work, this would not have happened. This again attests to the fact that in aviation, as nowhere else, collective action, punctuality, and thorough knowledge of equipment are necessary," Tech-Capt Zimin then concluded his story.

Mechanic Makshakov, who had been present at that discussion, remembered the words of his chief. And now he had admonished a young aviation specialist about incorrect actions.

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BOOKS ABOUT U.S. SOLDIERS REVIEWED

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[Review of the booklet "Amerikanskiy soldat kak on yest'" [The American Soldier As He Is] by V. S. Shubin, Moscow, Voenizdat, 1979, 60 pages; and the book "Worms" by R. Flanagan, translated from the English by T. K. Belashchenko, Moscow, Voenizdat, 1979, 343 pages]

[Text] The booklet by V. S. Shubin "The American Soldier As He Is" describes what the American soldier represents, methods of recruitment for the Armed Forces, and the aims pursued by the militarist circles of the United States, which are to make the young American an obedient, blind executor of their aggressive schemes. In specific examples from life in the U.S. Armed Forces, the booklet's author shows that the entire system of education and training is built on ideological and moral-political corruption and that the American soldier, being a product of the American way of life and the military system, loses moral and intellectual traits, especially during the periods of anti-people wars and punitive actions.

The booklet quotes typical views of former soldiers who took part in the U.S. aggression in Vietnam.

"All the training," Mark (Worrell) states, "consisted of teaching us to kill. We had to shout 'Kill! Kill! Kill!' We also had ideological training. Everything was aimed at making killers out of us. They constantly repeated over and over that the Vietnamese were animals, not people, and that we could do anything we wanted with them."

Former soldier Alan (Camden) says: "In our unit the practice of collecting the ears cut off enemy soldiers was widespread. Those whose collection was larger were looked upon with respect... It was also very popular to collect fingers--to cut them off the victim and store them in jars. Whoever had the most ears and fingers in the jar was considered the best soldier."

A carefully thought-out system in use in the U.S. Marines is the system of ruthless repression and oppression of persons, methods calculated to turn them into unreasoning killers, and the sadism of drill sergeants.

The novel "Worms," by the contemporary American author Robert Flanagan, tells about the cruel dispositions which reign in one of the centers for training Marines. The author vividly portrays that inhuman process by means of which, as the Marines' commanding general, Fuller, cynically declared, "real Marines are shaped out of soft and pliable human clay."

By reading the novel "Worms," the reader finds out how the American militarists are training servicemen to take part in aggressive war, punitive operations and reprisals against working people.

These books, published by Voenizdat, can be used by propagandists in preparing lectures and discussions and in conducting political study sessions with personnel.

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